ACTIVITIES for: **STEREOTYPING**

**Grades 7-10**
The age range of the students in the class generally average between 14 to 17 years old, however their reading age is usually very low, averaging between 7 and 8 years old. Many students are illiterate, thus the work has to be interesting enough to engage teenagers, appealing to their different learning styles, with a low literacy level focus to facilitate the ability of the students. Generally these types of students would be accommodated in the special needs facility in High Schools or attend Special Learning Units that provide alternative forms of education, generally following the NSW Life Skills Outcomes Syllabus.

**Duration 1.5 – 2 hours**

**Contents:**
- Didactive objectives
- Board of studies outcomes
- Introduction
- Brainstorm,
- Information table
- *Additional information for teachers
- Photographs
- Card statements
- Work booklet
- Venn Diagram
*Information and explanation of activities are given when required

**Didactive Objectives:**
- Students to examine stereotypes in relation to different cultural groups
- To challenge students perceptions, beliefs about themselves and others
- To promote tolerance and acceptance and a non judgmental attitude towards others
- To encourage students to become more socially aware as citizens with a sense of personal responsibility

NSW Board of Studies History Life skills. Outcomes for this activity:

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>LS.10</td>
<td>recognises different perspectives about events and issues</td>
</tr>
<tr>
<td>LS.11</td>
<td>uses a variety of strategies to locate and select information</td>
</tr>
<tr>
<td>LS.12</td>
<td>uses a variety of strategies to organise and communicate information</td>
</tr>
</tbody>
</table>
NSW Board of Studies Literacy Life skills. Objectives for this activity:

<table>
<thead>
<tr>
<th>LS.11</th>
<th>views and responds to a range of visual texts, media and multimedia</th>
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<tbody>
<tr>
<td>LS.12</td>
<td>communicates for a variety of purposes</td>
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<tr>
<td>LS.13</td>
<td>communicates in a range of contexts</td>
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<tr>
<td>LS.15</td>
<td>draws on background and experiences to respond to texts in ways that are imaginative, interpretive or critical</td>
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<td>LS.16</td>
<td>explores social and cultural issues through texts</td>
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<td>LS.17</td>
<td>uses individual and collaborative skills in the learning process.</td>
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<td>LS.6</td>
<td>uses visual texts in a range of contexts</td>
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<tr>
<td>LS.7</td>
<td>reads and responds to short written texts</td>
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**ACTIVITY 1 BRAINSTORM**

**Introduction**

In this lesson we begin with a Brainstorm to determine where the students are at in regards to; how they think, what they are thinking and what they know about different cultural groups. The teacher writes headings on the white board, for example: Aboriginal, Islander, Asian, Muslim, Jew, Christian, Australian, African, Lebanese, Italian, German, American.

The students are encouraged to brainstorm any thoughts and ideas in relation to these groups. The teacher can guide the students by asking them to think about and discuss: Physical characteristics, food, job status, interests and hobbies, wealth, homes and family, personalities, religious practices, belief system, physical environment/ how and where they live, education, achievements, law and order, politics…. to name but a few ideas.

The ideas the students provide is written on the brainstorm white board, later the students can be encouraged to write their responses in an organized way in a table format using the headings:

<table>
<thead>
<tr>
<th>ISLANDER</th>
<th>ASIAN</th>
<th>ABORIGINAL</th>
<th>MUSLIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOOD</td>
<td>They eat fish, coconuts, yams</td>
<td>Kangaroo, bush tucker,</td>
<td></td>
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<tr>
<td>RELIGION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYSICAL APPEARANCE</td>
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Students can use this information to stimulate further research into the cultures that they have the least information about.

During the brainstorm activity the teacher should encourage the students to be open and honest and maintain that this activity is an exercise to explore what our initial thoughts are about the different cultures. Their responses may raise sensitive issues relating to racial thinking and the teacher needs to navigate through these issues.
carefully using professional judgment in presenting and discussing these ideas. This activity could be presented differently using anonymous individual work sheets to gather information before discussion.

Activity 2   Photographs

Students are shown a number of photographs of different cultural groups (see images below)
THE WHITE CONSPIRACY

IS WHY I'M A RECIDIVIST
IMPEACH

THE

MADMAN
*The photographs are placed on the white board with Velcro stickers. The teacher introduces the activity and explains that the students have to match statement cards to the photographs which are labeled by numbers/letters. The teacher should explain new vocabulary and terminology such as 'representation and stereotype' by giving examples to illustrate. The teacher could say that representation means; how an image can be used to stand for a group, how students who wear a uniform show that they belong to a certain school.

The teacher discusses stereotyping and uses some of their answers to the brainstorm activity to illustrate how we use stereotyping to classify and group people. The teacher can discuss how this could be a useful thing. An example could be given of how when we see a group of young men hanging about at night on the street corner, a person could choose to not walk past them in order to avoid a harmful situation and thus 'self protect'. Contrast this with walking past a group of pensioners and how we feel no threat in this scenario thus using our ability to stereotype may be helpful.

The statement cards are to match the photographs and are written as follows:

- Which Asian fits the stereotype?
- This is not a fair representation.
- This is a fair representation
- Which stereotype could represent you?
- Which Australian does not fit the stereotype?
- Which aboriginal does not fit the stereotype?
- Which African American has been exaggerated to fit the stereotype?
- What image is representative of an Asian?
- What image is representative of a Muslim?
- Criminal
- Drug abuser
- A rich person
- A poor person
- A good person
- A bad person
- An Indian
- Islander
- African
- Asian
- Australian
- Aboriginal
- Buddhist
- Christian
The answers to these questions are not provided because each student’s response will be different and there is no right or wrong answer as they are matters of opinion. Students can also group the images into negative stereotypes and positive stereotypes.

The teacher discusses their choices to further explore stereotyping and uses some of their answers to illustrate how they employed stereotyping to classify and group people. The teacher discusses how stereotyping can relate to racial attitudes and prejudices illustrated by some of the choices students made during the photo activity. This activity raises many questions about how we perceive others and how we perceive ourselves, it is used as a stimulus to challenge those perceptions and raise awareness.

Students can then be asked to complete the following booklet to consolidate their learning at another time as part of a revision process, which is important for special needs students who have low literacy levels. The photographs are again placed on a white board in front of the students.

**BOOKLET:**

**Stereotyping and Representation**

Look at the images on the cards that have been labeled A, B, C…..Z, 1, 2 and fill in the worksheet with the correct letter/number.

**CULTURAL GROUPS**

Aboriginals = _______________________

Islanders = _______________________

Asians = _______________________

Australian = _______________________

• Jew
• Muslim
Lebanese = ______________________
African = _______________________
American = ______________________
Indian = ________________________

RELIGIOUS GROUPS  (Fill in the correct letter/number)

Muslim = ______________________
Jew = _________________________
Christian = ____________________
Buddhist = _____________________
Hindu = _______________________

1. Which image of an Australian does not fit the stereotype? = __________

2. Which image of an Aboriginal does not fit the stereotype? = __________

3. Which image of an African American has been altered to make it fit the stereotype? = __________

4. Which images are positive representations of stereotypes?
5 Why are they positive images?

6 Which images are negative representations of stereotype?

7 Why are they negative images?

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Look at the images and sort them into groups

Which images have similarities in how they are represented?

Wealthy / Rich = ________________________________

Poor = ________________________________

Educated = ________________________________

Uneducated = ________________________________

Sad = ________________________________

Happy = ________________________________

Choose one image and write about why you think this is an unfair representation of the stereotype.
Which image may represent you? Explain why you chose this image.

Activity 3  Venn Diagram

*Students are asked to think about their own cultural group and use the venn diagram to include the stereotype of their culture in A, their unique personal characteristics and attributes in B and where the venn diagram intersects at C the students are to list the similarities/ things they have in common with their stereotype.
This activity encourages students to break down barriers of thinking. The teacher can encourage the students to think about how we treat people unfairly and how we should treat all people as we want to be treated ourselves. We may fit the stereotype of our group in some respects but we are all individuals who are unique and special in our own way. Many students struggle with filling in the ‘ME’ section. The teacher can encourage students to focus on their attributes in this section and raise self esteem by saying how as a student they are presenting themselves in a positive way. For example the teacher could comment on how kind and helpful they are, giving an example from a real experience the teacher has had with that student.

“Exploring Judaism” follows these activities